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ABSTRACT

This ninth in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher coordinators skill in designing the in-school instruction students receive in conjunction with their on-the-job training. The terminal objective for the module is to prepare for students' related instruction, while serving as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes with model answers, case studies of students to prepare training plans for, model training plans, a techniques/materials checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

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ED153064

MODULE

J-9

Prepare for Students' Related Instruction

MODULE J-9 of CATEGORY J—COORDINATION OF COOPERATIVE EDUCATION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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CE 015 785

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AA VIM

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Engineering Center
University of Georgia
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Related instruction is the in-school instruction which students in a cooperative vocational education program receive in conjunction with their on-the-job training. It is one of the three basic components of the cooperative program: (1) Related Instruction, (2) On-the-Job Training, and (3) the Student Vocational Organization. Related instruction is undoubtedly the most important of the three components since it provides the students with the theory, background, and technical skills they need to profit from the other components. In addition, it provides students with an opportunity for **unifying** the experiences gained through all three different components.

As a teacher-coordinator, you will be responsible for planning and conducting related instruction classes to meet the needs and career goals of your students. This module is designed to help you develop the skills you need to determine **what** should be taught during related class and **when** it should be taught, and to select the supporting **materials** which should be used for these classes.

NOTE: Due to the nature of the skills involved, it would be beneficial to complete this module concurrently with the following modules:

- *Develop the Training Ability of On-the-Job Instructors*, Module J–6
- *Coordinate On-the-Job Instruction*, Module J–7
- *Evaluate Co-Op Students' On-the-Job Performance*, Module J–8

ABOUT THIS MODULE

Objectives

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures to follow in preparing for students' related instruction (*Learning Experience I*).
2. Given selected information about five hypothetical students in a multi-occupational cooperative program, prepare for their related instruction (*Learning Experience II*).

Prerequisites

To complete this module, you will need to prepare related instruction for students who have been placed at training stations and whose on-the-job training has been structured by the development of training plans. If such a situation has not been established, meet with your resource person to determine what method you will use to gain the skills needed to actually place a student in a training station. One option is to complete the following series of modules:

- *Establish Guidelines for Your Cooperative Vocational Program*, Module J–1
- *Enroll Students in Your Co-Op Program*, Module J–3
- *Secure Training Stations for Your Co-Op Program*, Module J–4
- *Place Co-Op Students on the Job*, Module J–5

In addition, in order to effectively prepare and present related instruction, you must have minimal competency in instructional planning, execution, and evaluation. If you do not already have competency in these areas, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in selected modules in Category B: Instructional Planning, Category C: Instructional Execution, and Category D: Instructional Evaluation.

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: A Guide for Cooperative Vocational Education. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969.

Reference: Mason, Ralph E. and Peter G. Haines. *Cooperative Occupational Education and Work Experience in the Curriculum*. Second Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1972.

Reference: Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. *Coordination in Cooperative Vocational Education*. Columbus, OH: Charles E. Merrill Publishing Co., 1975.

A teacher-coordinator experienced in preparing for students' related instruction with whom you can discuss preparation techniques and procedures.

Related instruction classes in an actual cooperative program which you can observe.

Sources (e.g., catalogues, educators, curriculum centers, etc.) through which you can locate materials which could be used as part of related instruction.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual school situation in which, as part of your duties as a teacher-coordinator, you can prepare for students' related instruction.

A resource person to assess your competency in preparing for students' related instruction.

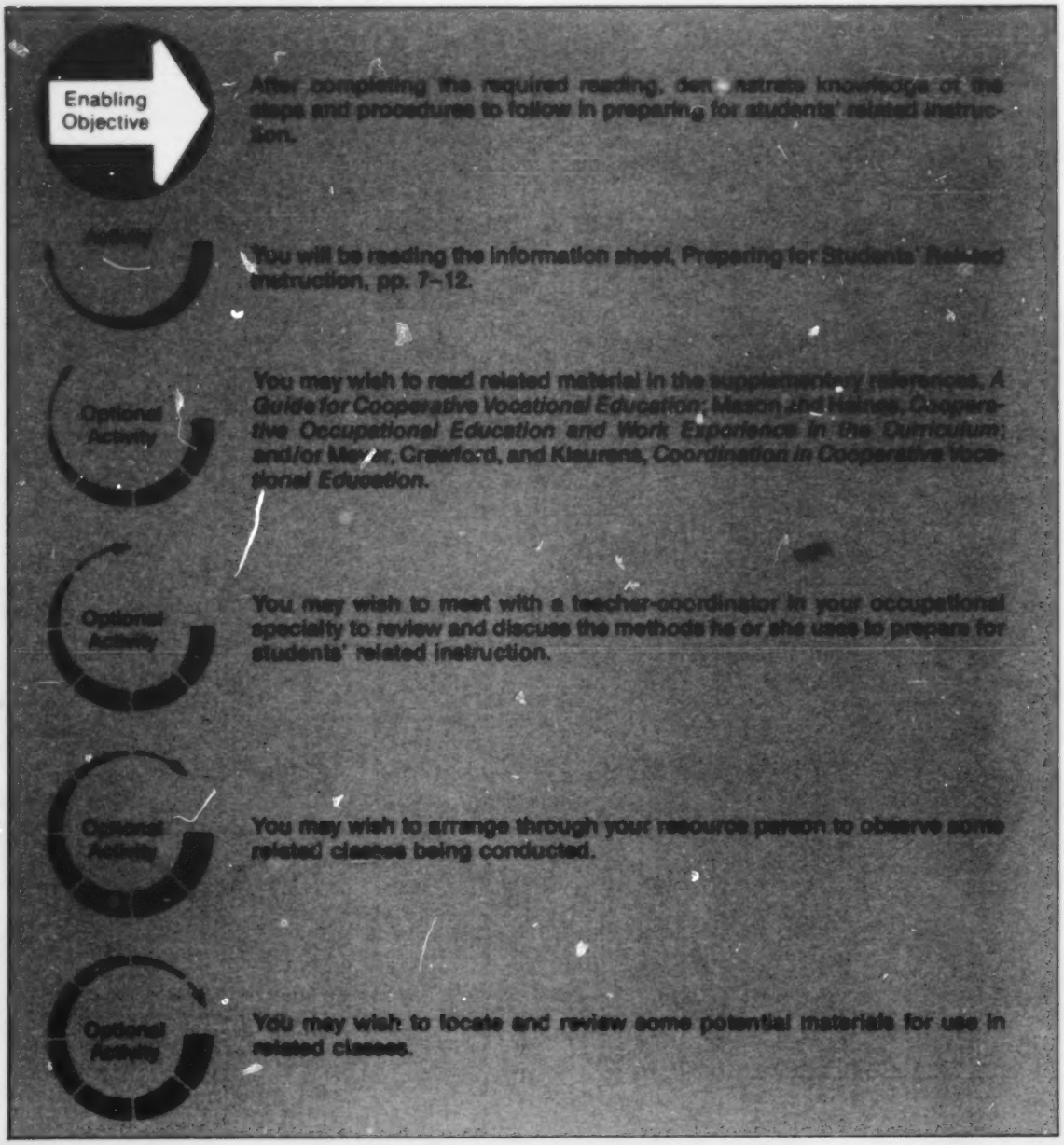
This module covers performance element numbers 379, 383, 384 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program which were developed as part of a project at Michigan State University is available from Dr. Uthe at 3345 Carriage Lane, Lexington, KY 40502.

Learning Experience I

OVERVIEW


Enabling Objective
After completing the required reading, demonstrate knowledge of the steps and procedures to follow in preparing for students' related instruction.
Activity
You will be reading the information sheet, Preparing for Students' Related Instruction, pp. 7–12.
Optional Activity
You may wish to read related material in the supplementary references, *A Guide for Cooperative Vocational Education*; Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*; and/or Meyer, Crawford, and Klaurens, *Coordination in Cooperative Vocational Education*.
Optional Activity
You may wish to meet with a teacher-coordinator in your occupational specialty to review and discuss the methods he or she uses to prepare for students' related instruction.
Optional Activity
You may wish to arrange through your resource person to observe some related classes being conducted.
Optional Activity
You may wish to locate and review some potential materials for use in related classes.

You will be demonstrating knowledge of the steps and procedures to follow in preparing for students' related instruction by completing the Self-Check, pp. 14–15.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 17.

Activity

For information on the purposes and types of related instruction, and on the methods to use in selecting topics, locating materials, and planning schedules for related instruction, read the following information sheet:

PREPARING FOR STUDENTS' RELATED INSTRUCTION

As a teacher-coordinator of a cooperative vocational education program, you will be working with students who have been placed in training stations to receive on-the-job instruction. On-the-job instruction is only part of the students' training program, however. Ideally, the students will be progressing toward their career goals through experiences they have (1) on the job, (2) in school, and (3) in the student vocational organization.

Your responsibilities would include (1) supervising the on-the-job instruction, (2) planning and conducting in-school instruction related to the students' experience on the job and in the student vocational organization, and probably (3) serving as an advisor for the student vocational organization. The related instruction you provide is critical since it serves as a basis for the other activities and, in addition, ensures that all experiences are interrelated at some point.

Types of Related Instruction

In order to meet most effectively the needs of all the students in your related instruction class, you need to provide three types of instruction: (1) general related instruction, (2) technical related instruction, and (3) specific related instruction.

General related instruction includes all those basic skills and general occupational information that all your students need if they are to succeed in achieving their career goals. This could involve working with students to improve their reading, grammar, and math skills, or basic occupational skills such as typing, making change, accurately measuring materials, etc. Students also need training in the general skills, concepts, and attitudes needed by all workers. For example, they need training in such areas as—

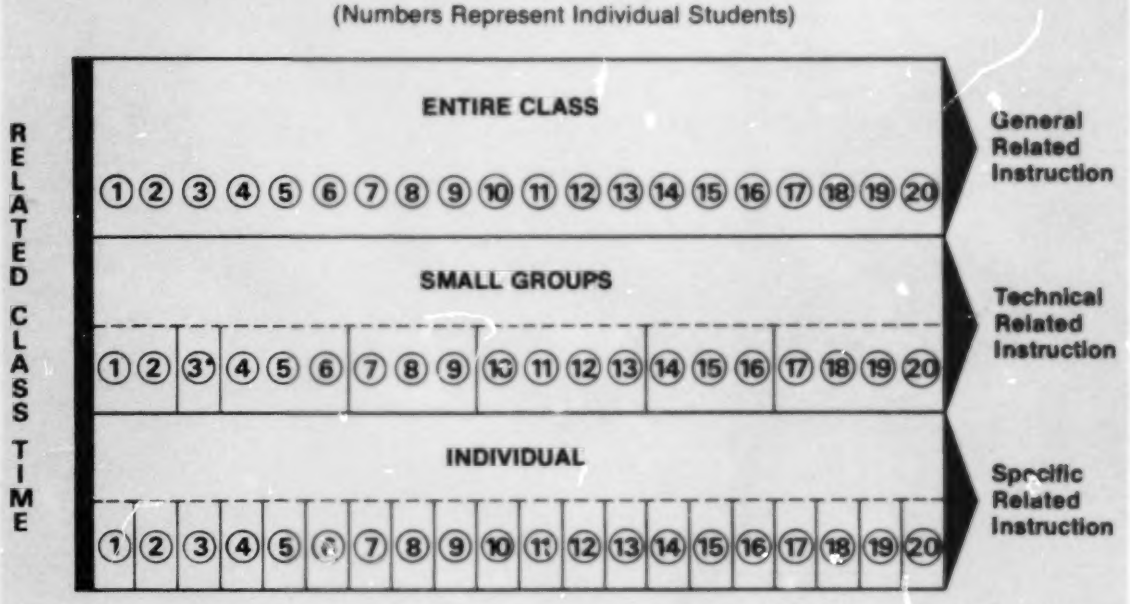
- attitudes needed to succeed in the occupation
- employer-employee relations
- payroll procedures
- employee benefits
- locating, interviewing for, and selecting a job

Technical related instruction includes the skills, attitudes, and concepts not needed by all your students, but needed by two or more students. These topics are generally grouped by specific occupations (e.g., dental terminology for students studying to be dental hygienists). Thus, while your general related instruction can be geared to an entire class of 20 students, your technical related instruction must be prepared separately for the students in each of the different occupational areas.

Specific related instruction is totally individualized instruction. Each student in your program has individual needs, interests, and abilities. Each has a specific and unique career goal. Each has been assigned to a particular job in a training station. These individual characteristics will require that each student receive training specially geared to his or her needs and situation. Figure 1 is a chart depicting how a class of students is organized for each of these three types of related instruction.

FIGURE 1

RELATED INSTRUCTION IN A COOPERATIVE VOCATIONAL EDUCATION PROGRAM


(Numbers Represent Individual Students)
RELATED CLASS TIME
ENTIRE CLASS
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
General Related Instruction
SMALL GROUPS
1 2 3* 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Technical Related Instruction
INDIVIDUAL
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Specific Related Instruction

*Since this student is the only one in this technical area, the technical related instruction will be given on an individual basis.

Determining Topics for Related Instruction

As each student is placed on the job, you, the student, and the on-the-job instructor develop a detailed **training plan** to structure that student's training. This plan should include a list of skills to be developed and tasks to be undertaken. Thus, the basic ingredients of your students' training plans should at least partially dictate what will be taught (**content**), when it will be taught (**sequence**), and how it will be taught (**methods, activities, resources**) in the related class.

By reviewing the training plans of all your students, you can identify needs which all your students have in common (general related instruction), skills needed by two or more students in a given occupation (technical related instruction), and needs unique to individual students (specific related instruction).

Topics for general and technical related instruction can also be identified by working with your vocational **advisory committee.** Members of this committee can suggest concepts, skills, and attitudes which are needed by all workers or all workers in a specific occupation.

In addition, many **states** and/or **school districts** will have a suggested or approved common curriculum for general related instruction. In such a case, you will need to base your instruction on this curriculum. However, you need not limit your instruction to this one document. These curricula suggest the minimum that should occur or the

general areas that should be covered. By supplementing the suggested curriculum with topics identified through the training plan or the advisory committee, you can more effectively meet your students' needs.

Occupational analyses are another source of information. An occupational analysis breaks an occupation or job down into the skills needed to succeed in that occupational area. Analyses of almost every major occupation have been prepared and are readily available, or you could prepare such an analysis yourself.[1] By referring to the appropriate occupational analysis for students in your program, you can identify skill areas in which students need training as part of related class instruction.

The activities of the **student vocational organization** are another source of topics for related instruction. As part of the student vocational organization, students take part in competitive events, community service projects, leadership activities, public relations activities, and decision-making activities. The skills students need to participate successfully in these activities can be included within the related instruction class. For example, if your students were about to compete in a public speaking contest, you could provide students with instruction and practice in public speaking skills during related instruction class.

Your **coordination visits** and the reports you receive on student progress can also provide you with topics or skills which should be included in related instruction. As a result of this feedback, you might discover that all of your students need more training in grooming, or that the students who must deal with customers need more training in how to handle dissatisfied customers tactfully, or that an individual student needs help in following directions.

A final source of topics for related instruction is the **student.** During class, during coordination visits, or as part of individual conferences, students will indicate, either directly or indirectly, additional areas in which they need instruction. Data from student follow-up studies should also be examined for clues to important information or skills needed by workers in the field.

Selecting Instructional Methods

General related instruction is the most teacher-centered of the three types of related instruction. Because the general instruction includes material needed by all students, it lends itself to **large-group presentations.** However, general instruction should not be limited to teacher-centered, large-group presentations.

For example, assume you were planning to provide your students with training on applying for a job. You could choose to present the basic information through an illustrated talk; however, it would also be appropriate to have students work **individually and in small groups** to apply this basic information. Students could work **in pairs** to role-play job interviews or **individually** to complete sample application forms. They could also participate in **small-group discussions** covering various aspects of the topic.

During technical and specific related instruction, your students will, of necessity, be divided up. You will not be able to work with all of these groups at once. Thus, you will need to structure these activities very carefully so that students have adequate supervision, direction, and assistance. Having students work on **projects** is an excellent device if you (1) prepare students for planning and conducting projects, (2) ensure that their planning is clear and thorough, and (3) monitor their progress on a regular basis.[2]

In addition to projects and teacher-made presentations, a variety of other techniques should be used for student instruction. The following types of techniques should be considered.

Role-playing.—It is very beneficial for students to experience various work roles in simulated situations. In a role-play situation involving a salesperson and an irate customer, both students benefit. The student role-playing the salesperson gains experience in dealing with dissatisfied customers. The student role-playing the customer can experience what it feels like to be on that end of the situation. This can be enlightening, and may make that student a more sensitive salesperson.

Reading assignments.—Students can get the background information they need from short reading assignments in books, pamphlets, journals, and modules or other instructional packages.

Practice/Application.—When students listen to a presentation or read information, they should have an opportunity to apply that information. For example, as previously mentioned, if students receive instruction in how to complete a job application form, they should then have a chance to complete sample forms for practice.

Case studies.—Case studies can be used to provide information or practice. A case study is a

1. To gain skill in preparing these analyses, you may wish to refer to Module A–7, *Conduct an Occupational Analysis.*

2. To gain skill in providing instruction through projects, you may wish to refer to Module C–9, *Employ the Project Method.*

short description of a problem situation which must be solved. Students read the case and then discuss, or describe in writing, how the problem should be solved.

Observations/Interviews.—Students can learn a great deal outside the classroom by simply observing experienced employees on the job, or interviewing employees and employers to determine what is expected of employees in a particular occupation. This aiso helps students to evaluate their career goals in light of actual situations.

Oral reports.—Students reading special information, working on projects, conducting interviews, or making observations can share their experiences with a small group or the total class by preparing and presenting oral reports.

Guest speakers.—Persons from the "real world" with expertise or experience in an area you are covering can provide needed information and add variety to the instruction.

Locating Instructional Materials

Many excellent materials are available which can meet the needs of the students in your related class, and which can be used by students on an individual or small-group basis, for example—

- textbooks
- journals
- films and film loops
- filmstrips
- workbooks
- instructional packages
- competency-based modules or learning activity packages (LAP's)
- training manuals
- programmed instruction

You will probably be aware of many possible instructional materials from your own experience and training. In addition, there are a number of other excellent sources for locating relevant materials for all three levels of related instruction: general, technical, and specific.

Advisory (or craft) committee.—The persons selected for your advisory committee should be knowledgeable of the trades and occupations for which you offer training. Many of these persons also represent businesses and industries in those occupational areas. Thus, they may be able to provide you with information concerning (1) training materials they use on the job, (2) booklets on general job skills and attitudes that have been produced by businesses for their workers, and (3) other relevant materials they are familiar with. Furthermore, the persons on this committee can **review** materials you obtain from other sources to determine if the materials are realistic and accurate.

Employers and/or on-the-job instructors.—These persons, and other personnel employed at the training stations at which your students are placed, may also be able to offer suggestions concerning potential materials for your classes.

Other educators.—Vocational teachers, the vocational supervisor in your district, and personnel at the state department of education should be well qualified to alert you to related materials which are both up to date and generally effective.

Commercial publishers.—Most publishing firms will send you catalogues of their materials at no cost. These catalogues are often also available somewhere within the school or school district. By reviewing recent catalogues you can locate many excellent printed and audiovisual materials.

Curriculum guides.—If your state or district has an approved curriculum prepared for related instruction classes, this will usually include references to related materials.

Educators Progress Service.—This organization prepares catalogues, usually available in the library, containing exhaustive lists of the titles of various audiovisuals available free to educators.

The National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE).—This is a network of six regional centers funded by the U.S. Office of Education (USOE) to facilitate uniform sharing of curriculum materials on a nationwide basis. If you and your supervisor identify a need for instructional materials covering a specific topic, you could contact your NNCCVTE state representative in the state department of education and describe that need. Your center would then contact the other five centers, and staff at each of the six centers would conduct searches to identify all related materials.

For example, assume you needed materials to use with distributive education students in your class during technical related instruction. Assume further that you wanted these materials to be competency-based, individualized learning packages. Your regional center would initiate the search, and the search would yield the information that the Interstate Distributive Education Curriculum Consortium (IDECC) has developed 500 competency-based learning activity packages (LAP's) covering occupational skills and attitudes needed by distributive education students.

The center would provide you with this information and, in addition, can handle the ordering, shipping, and receiving of the materials for you. The six regional centers and the states they serve are listed in Table 1. These centers are refunded at intervals, so the locations may change in this process.

Scheduling Related Instruction

When the topics and the sources of materials have been identified, you need to prepare some type of logical sequence for the instruction. This scheduling can best be accomplished if you allot certain days of each week for each of the three types of related instruction. For example, assume that your related class meets every day Monday through Friday for a 50-minute period each day. A very typical organization of this time would be to devote two days per week to general related instruction, one day per week to technical related instruction, one day per week to specific related instruction, and one day per week to youth club activities.

However, there are three additional guidelines for scheduling: (1) it is generally agreed that early in the year, more time should be devoted to general rather than specific related instruction, and later in the year more time should be devoted to specific related instruction; (2) specific related instruction should be included as necessary continuously throughout the year; and (3) scheduling should remain flexible to meet students' changing needs.

The exact amount of time you need to spend on each area of related instruction and when each topic should be covered can be identified by identifying students' needs. These can be easily assessed by reviewing each student's training plans, checking with the on-the-job instructors and the students themselves, and through your own observations during coordination visits. In this way, using the training plans as a basis for planning flexible, comprehensive, individualized instruction, your related classes should effectively assist students in meeting their training needs.

TABLE 1

NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION

States Served		Regional Center
Alabama Georgia Mississippi South Carolina	Florida Kentucky North Carolina Tennessee	Southeast Curriculum Coordination Center College of Education Mississippi State University Box 5365 Mississippi State, Mississippi 39762
Alaska Idaho North Dakota South Dakota Washington	Colorado Montana Oregon Utah Wyoming	Northwest Curriculum Coordination Center Washington State Coordinating Council for Occupational Education 222 Airdustrial Park Box 17 Olympia, Washington 98504
Arkansas Kansas Missouri New Mexico Texas	Iowa Louisiana Nebraska Oklahoma	Midwest Curriculum Coordination Center State Department of Vocational Technical Education 1515 West Sixth Avenue Stillwater, Oklahoma 74074
Connecticut Massachusetts New Jersey Puerto Rico Vermont	Maine New Hampshire New York Rhode Island Virgin Islands	Northeast Curriculum Coordination Center Bureau of Occupational Research Development Division of Vocational Education New Jersey Department of Education 225 West State Street Trenton, New Jersey 08625
American Samoa California Hawaii Trust Territory of Pacific Islands	Arizona Guam Nevada	Western Curriculum Coordination Center Vocational Education Section Department of Education 721 Capitol Mall Sacramento, California 95314
Delaware Illinois Maryland Minnesota Pennsylvania West Virginia	District of Columbia Indiana Michigan Ohio Virginia Wisconsin	East Central Curriculum Management Center 100 North First Street Springfield, Illinois 62777

For further information on related instruction, you may wish to read sections dealing with this topic in the supplementary references, *A Guide for Cooperative Vocational Education*; Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*; and/or Meyer, Crawford, and Klaurens, *Coordination in Cooperative Vocational Education*.

You may wish to arrange through your resource person to meet with a teacher-coordinator in your occupational specialty who is experienced in preparing for students' related instruction. During your meeting, you could ask some of the following types of questions.

- How often does his or her related class meet?
- How does he or she schedule the topics to be covered in each class?
- Does he or she provide for all three types of related instruction: general, technical, and specific?
- What materials does he or she use for related instruction?
- What sorts of problems typically arise in conducting related instruction and how can these be avoided or solved?

You may wish to arrange through your resource person to observe some related classes. This could allow you to see each of the three types of related instruction being conducted and/or to compare how different teacher-coordinators handle these classes.

You may wish to attempt to locate instructional materials which could be used in related instruction classes in your occupational specialty. You could check catalogues available in libraries or curriculum centers. You could check with other educators. You could determine if your state has an approved curriculum for these classes. If you can identify a very specific type of material you would like to use, you and your resource person could try to locate it through the established channels of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE).

The following items check your comprehension of the material in the information sheet, Preparing for Students' Related Instruction, pp. 7–12. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. There are some excellent curricula and course outlines available which can be used as a basis for your related instruction classes. How would it affect the effectiveness of your classes if you used only an approved course outline to determine subject matter for your classes? Why?

2. Why is it important to provide three separate types of related instruction: general, technical, and specific?

3. In addition to yourself as teacher, who else should be involved in the selection of topics, materials, methods, and scheduling? Why?

4. Training plans should be continuously reviewed, revised, and updated throughout the training period. How will this affect the content of your related classes?

5. Why should role-playing, projects, case studies, and similar devices be an integral part of related instruction?

NOTES

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. If the content of your related instruction classes were solely based on an established curricula or course outline, your classes might be only minimally effective. In order to provide effective related instruction, the instruction must be geared to the needs, interests, abilities, occupational objectives, and career goals of your students.

   This cannot be accomplished by simply following a general course outline. A course outline can help you structure your classes in part, but you must also use the students' training plans and feedback from students, on-the-job instructors, advisory committee members, employers, and your own observations to determine what you need to cover and when it should be covered.

2. The students in your related classes have levels of needs and these can best be met by providing instruction at three distinct levels. There are some needs concerning the world of work which all students have in common. These needs (e.g., filing income tax returns) can be handled in **general** related instruction. Some needs are occupation-specific (e.g., all students training for positions as stenographers need shorthand skills). These can be handled with small groups of students, grouped by occupation, in **technical** related instruction.

   Finally, there are some needs which will be different for each student depending on the student's own characteristics and goals and on the particular job or training station at which he or she is placed. These can best be handled during **specific** related class. By dividing the instruction into these three types, you can effectively, and most efficiently, meet most student needs.

3. In selecting topics, methods, materials, and scheduling, you should involve the following other persons.
   - **Students.**—Students can provide information as to what additional content or skills they feel they want or need, and problems they are having which could be solved through instruction.
   - **On-the-job instructors and/or employers.**—These person can suggest topics which should be covered and materials which could be used, and they can review your curricular decisions to see if the content and materials are realistic, accurate, and appropriate. These functions can also be served by **advisory committee** members and other **educators.**

4. Training plans must be reviewed and adjusted continuously in order to meet students' changing needs on the job. As the training plans change, your related instruction should be adapted accordingly, so that you are providing instruction that is, in fact, **related** to each student's current needs.

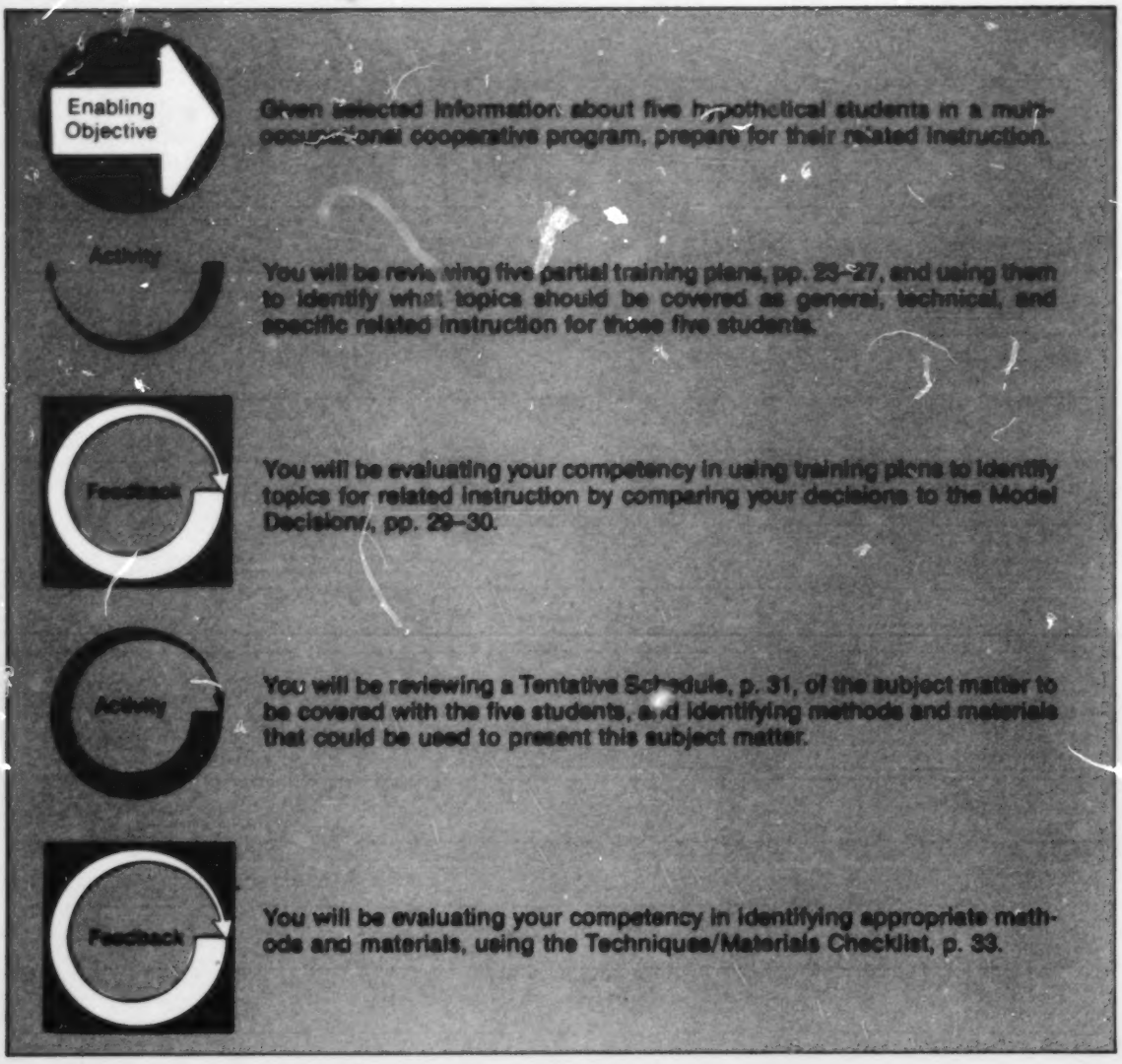
5. If students are to be adequately prepared to perform competently on the job at their training stations, they need more from related class than teacher-centered presentations, discussions, and reading assignments. Students need a chance to practice each new skill or concept in which they receive instruction before they are actually asked to apply it on the job. Role-play activities, projects, case studies, and other simulations can provide students with this necessary practice.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Preparing for Students' Related Instruction, pp. 7–12, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW


Enabling Objective
Given selected information about five hypothetical students in a multi-occupational cooperative program, prepare for their related instruction.
Activity
You will be reviewing five partial training plans, pp. 23–27, and using them to identify what topics should be covered as general, technical, and specific related instruction for those five students.
Feedback
You will be evaluating your competency in using training plans to identify topics for related instruction by comparing your decisions to the Model Decisions, pp. 29–30.
Activity
You will be reviewing a Tentative Schedule, p. 31, of the subject matter to be covered with the five students, and identifying methods and materials that could be used to present this subject matter.
Feedback
You will be evaluating your competency in identifying appropriate methods and materials, using the Techniques/Materials Checklist, p. 33.

NOTES

Assume you are a teacher-coordinator for a multi-occupational cooperative program. On pp. 23–27 are the first pages of the training plans for five students presently enrolled in your program.[3] The training plans include both the students' career objectives and their current jobs. You, as the teacher-coordinator, must review these plans and identify the general instruction that you should provide these students during related instruction class. Read and analyze the plans, and **complete in writing** the following Tasks.

TASKS

1. List at least three topics for general related instruction.

2. Divide the students into occupational groupings and list at least three topics for technical related instruction for each group.

3. The training plan forms and the information on Betty and Mary Lou are adapted from Elaine Uthe, *The Cooperative Vocational Program: Coordination Techniques*.

3. List at least three topics for specific related instruction for each student.

4. Describe what further input you would need to determine the related instruction needed by these five students.

TRAINING PLAN A

Date April 22, 1971 **Student** Mary Lou Dickson

By Terry Andrew/State Farm (SUPERVISOR/COMPANY) **By** _____ (COORDINATOR)

The job supervisor and the coordinator are responsible for designing a training program that assists the student-learner in making a successful transition from an inexperienced student-worker to a competent adult worker. This TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year. The coordinator, by knowing the type of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The Training Plan should be reviewed periodically and adjusted to meet changed circumstances.

CAREER OBJECTIVE STENOGRAPHER	**USOE Code No.** 14.0702	**DOT Code No.** 202.388

DOT DESCRIPTION:

STENOGRAPHER (clerical) 202.388 clerk-stenographer

Takes dictation in shorthand of correspondence, reports, and other matter, and transcribes dictated material, using typewriter. Performs variety of clerical duties [Clerk, General Office], except when working in stenographic pool.

CLERK, GENERAL OFFICE (clerical) 219.388 administrative clerk

Performs variety of following or similar clerical duties, utilizing knowledge of systems or procedures: copies data and compiles records and reports. Tabulates and posts data in record books. Computes wages, taxes, premiums, commissions, and payments. Records orders for merchandise or service. Gives information to and interviews customers, claimants, employees, and sales personnel. Receives, counts, and pays out cash. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks. Prepares stock inventory. Adjusts complaints. Operates office machines, such as typewriter, adding, calculating, and duplicating machines. Opens and routes incoming mail. May prepare payroll. May keep books. May purchase supplies.

CURRENT JOB CLERK-TYPIST	**USOE Code No.** 14.0901	**DOT Code No.** 209.388

MAJOR TASKS	**SPECIFIC ATTITUDES DESIRED**
Type from rough drafts Answer telephone and place calls File correspondence Duplicate reports Maintain petty cash fund Take dictation later in year	Dependability Good attendance Accuracy in typing Good grooming Punctuality
MACHINES TO BE USED	**SPECIAL KNOWLEDGE/CONTENT NEEDED**
Selectric typewriter Spirit duplicator Telephone Singer Electronic Calculator	Petty Cash Fund procedures Insurance terms and forms

TRAINING PLAN B

Date April 18, 1971 **Student** Betty Scott

By Mrs. J. Wilson/Patterson's Tool & Die (SUPERVISOR/COMPANY) **By** _____ (COORDINATOR)

The job supervisor and the coordinator are responsible for designing a training program that assists the student-learner in making a successful transition from an inexperienced student-worker to a competent adult worker. This TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year. The coordinator, by knowing the type of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The Training Plan should be reviewed periodically and adjusted to meet changed circumstances.

CAREER OBJECTIVE STENOGRAPHER	**USOE Code No.** 14.0702	**DOT Code No.** 202.388

DOT DESCRIPTION:

STENOGRAPHER (clerical) 202.388 clerk-stenographer

Takes dictation in shorthand of correspondence, reports, and other matter, and transcribes dictated material, using typewriter. Performs variety of clerical duties [Clerk, General Office], except when working in stenographic pool.

CLERK, GENERAL OFFICE (clerical) 219.388 administrative clerk

Performs variety of following or similar clerical duties, utilizing knowledge of systems or procedures: copies data and compiles records and reports. Tabulates and posts data in record books. Computes wages, taxes, premiums, commissions, and payments. Records orders for merchandise or service. Gives information to and interviews customers, claimants, employees, and sales personnel. Receives, counts, and pays out cash. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks. Prepares stock inventory. Adjusts complaints. Operates office machines, such as typewriter, adding, calculating, and duplicating machines. Opens and routes incoming mail. May prepare payroll. May keep books. May purchase supplies.

CURRENT JOB: RECEPTIONIST	**USOE Code No.** 14.0406	**DOT Code No.** 237.368

MAJOR TASKS	**SPECIFIC ATTITUDES DESIRED**
Answer telephone and place calls Mail delivery Typing Take and transcribe shorthand later in the year File	Courtesy Accuracy Dependability Good grooming Punctuality
MACHINES TO BE USED	**SPECIAL KNOWLEDGE/CONTENT NEEDED**
Phone/Call Director Royal electric typewriter Date stamper Postage meter	Postal regulations Phone procedures

TRAINING PLAN C

Date October 12, 1971 **Student** Tim Bell

By Ken Summers/Village Inn **By** _____
SUPERVISOR/COMPANY COORDINATOR

The job supervisor and the coordinator are responsible for designing a training program that assists the student-learner in making a successful transition from an inexperienced student-worker to a competent adult worker. This TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year. The coordinator, by knowing the type of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The Training Plan should be **reviewed** periodically and **adjusted** to meet changed circumstances.

CAREER OBJECTIVE RESTAURANT MANAGER	**USOE Code No.** 04.27	**DOT Code No.** 187.168

DOT DESCRIPTION:

MANAGER, RESTAURANT OR COFFEE SHOP (hotel and restaurant) 187.168

Supervises and coordinates the activities of workers in a coffee shop or restaurant. Requisitions or purchases food and confers with chef in planning menus. Inspects dining room, kitchen, and equipment for cleanliness and conformity with sanitary regulations. Arranges catering and other special services and adjusts complaints concerning food or service. Hires and instructs dining room and kitchen personnel, assigns and schedules duties, coordinates their activities, and keeps time and production records.

CURRENT JOB BUS BOY	**USOE Code No.** 04.07	**DOT Code No.** 311.878

MAJOR TASKS	**SPECIFIC ATTITUDES DESIRED**
Set tables Make coffee Serve beverages, rolls, and butter Clean tables General cleaning and restocking	Courtesy Neatness and cleanliness Dependability Promptness Punctuality
MACHINES TO BE USED	**SPECIAL KNOWLEDGE/CONTENT NEEDED**
Refrigeration units Beverage dispenser Coffee machine Silver polishing machine	Proper place setting Serving procedures Restocking procedures Coffee-making

TRAINING PLAN D

Date October 12, 1971 **Student** Charlene Richards

By Ron Wilson/The Carousel (SUPERVISOR/COMPANY) **By** _____ (COORDINATOR)

The job supervisor and the coordinator are responsible for designing a training program that assists the student-learner in making a successful transition from an inexperienced student-worker to a competent adult worker. This TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible through the year. The coordinator, by knowing the type of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The Training Plan should be **reviewed** periodically and **adjusted** to meet changed circumstances.

CAREER OBJECTIVE RESTAURANT MANAGER	**USOE Code No.** 04.07	**DOT Code No.** 187.168

DOT DESCRIPTION:

MANAGER, RESTAURANT OR COFFEE SHOP (hotel and restaurant) 187.168

Supervises and coordinates the activities of workers in a coffee shop or restaurant. Requisitions or purchases food and confers with chef in planning menus. Inspects dining room, kitchen, and equipment for cleanliness and conformity with sanitary regulations. Arranges catering and other special services and adjusts complaints concerning food or service. Hires and instructs dining room and kitchen personnel, assigns and schedules duties, coordinates their activities, and keeps time and production records.

CURRENT JOB BUFFET WAITRESS	**USOE Code No.** 04.07	**DOT Code No.** 311.878

MAJOR TASKS	**SPECIFIC ATTITUDES DESIRED**
Serves or assists in serving orders Replenishes food, dishes, and silverware Carries trays Seats diners properly Cuts meat	Courtesy Dependability Neatness and cleanliness Punctuality
MACHINES TO BE USED	**SPECIAL KNOWLEDGE/CONTENT NEEDED**
None	Proper place setting Seating stations Serving procedures

TRAINING PLAN E

Date October 7, 1971 **Student** Louis Meakin

By Bill Campbell/Campbell's (SUPERVISOR/COMPANY) **By** _____ (COORDINATOR)

The job supervisor and the coordinator are responsible for designing a training program that assists the student-learner in making a successful transition from an inexperienced student-worker to a competent adult worker. This TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year. The coordinator, by knowing the type of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The Training Plan should be **reviewed** periodically and **adjusted** to meet changed circumstances.

CAREER OBJECTIVE STORE MANAGER	**USOE Code No.** 04.08	**DOT Code No.** 185.168

DOT DESCRIPTION:

MANAGER, STORE (ret. tr.) I. 185.168

Manages retail store, performing following duties personally or through subordinates: hires, trains, and discharges employees. Plans work schedules and supervises workers to insure efficient and productive performance of job. Prepares purchase orders or requisitions for stock. Formulates price policies. Coordinates sales promotion activities, approves advertising and display work, takes and verifies inventories, handles receipts, and compiles and analyzes various reports. Insures that store security policies are enforced.

CURRENT JOB: SALESPERSON	**USOE Code No.** 04.08	**DOT Code No.** 289.458

MAJOR TASKS	**SPECIFIC ATTITUDES DESIRED**
Display work Stocking Selling Marketing Cashiering Writing up purchases	Punctuality Courtesy Initiative Dependability Neatness and cleanliness Salesmanship
MACHINES TO BE USED	**SPECIAL KNOWLEDGE/CONTENT NEEDED**
Cash register Ticketing machine Credit card machine	How to measure for clothing Product knowledge Department codes Stocking procedures Use of cash register How to set up displays

NOTES

Compare your written decisions concerning the students' related instruction needs with the Model Decisions given below. Your decisions should closely match the model responses.

MODEL DECISIONS

1. **General Related Instruction:** Almost all the qualities listed under the "Specific Attitudes Desired" headings should be covered during general related instruction. In each of the five training plans, the same basic attitudes are included: courtesy, dependability, good grooming, punctuality, accuracy, etc. Although "initiative" is listed on only one training plan, it is a quality that should be encouraged in all students.

2. **Technical Related Instruction:** Three logical occupational groupings for these five students would be as follows:

Office Occupations	Food Service Occupations	Sales Occupations
Mary Lou Betty	Tim Charlene	Louis

   The technical related instruction needed by Mary Lou and Betty would include typing, filing, using the telephone, and taking dictation and/or shorthand. The technical related instruction needed by Tim and Charlene would include serving dinners and learning correct place settings, serving procedures, and replenishing/supply procedures. Because Louis is alone in the technical area, his technical instruction and specific instruction would be provided at the same time. However, he could perhaps be grouped occasionally with Tim and Charlene, since all three ultimately wish to hold management positions and some of these skills would be similar.

3. The topics each student would need to cover in **specific related instruction** would be as follows:

   Mary Lou
   - use of spirit duplicator
   - use of the electronic calculator
   - use of the Selectric typewriter
   - knowledge of insurance terms and forms
   - knowledge of petty cash fund procedures

   Betty
   - use of date stamper
   - use of postage meter
   - use of Royal electric typewriter
   - knowledge of postal regulations
   - knowledge of mail delivery procedures

   Tim
   - skill in setting tables
   - skill in clearing tables
   - skill in making coffee
   - skill in polishing silver
   - skill in general clearing tasks
   - use of the refrigeration units
   - use of the beverage dispenser

   Charlene
   - skill in carrying trays
   - skill in seating diners
   - skill in arranging seating stations
   - skill in cutting meat

   Louis
   - All topics on Louis' training plan not covered in general related instruction would be included in his specific instruction because his technical and specific related instruction would be combined.

4. Before finalizing your plans for the topics to be covered during related instruction, you would need to identify additional areas that need to be covered and to verify that all topics are appropriate and realistic. There are, for instance, many areas which should be covered in general related instruction that do not show up on the training plans, such as:
   - procedures in applying for a job
   - knowledge of job benefits
   - procedures for filing income taxes
   - methods of budgeting your income

Input concerning these other areas that need coverage can be gotten from advisory committee members, employers, on-the-job instructors, other educators, and from printed resources.

LEVEL OF PERFORMANCE: Your written decisions should have closely matched the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Preparing for Students' Related Instruction, pp. 7–12, or check with your resource person if necessary.

Assume that after reviewing the training plans for the five hypothetical students and getting additional input as needed, you prepared the following tentative Week's Schedule for areas you need to cover during related instruction class each day. Review the schedule and then (1) **plan in writing** what methods or techniques you would use each day, and (2) **locate** at least three actual instructional materials you could use for the general instruction, and **list** and **describe** each piece of material.

Keep in mind that you are not expected to be an expert in the selection of methods and techniques. You may not have experience or skill in this area as yet. This assignment does not require that kind of expertise. Using your general experience and creativity, you should be able to generate appropriate techniques you could use.

WEEK'S SCHEDULE

Related Instruction Class: 8:55–9:45

Monday –General Instruction
Topic: The Job Interview

Tuesday –General Instruction
Topic: The Job Interview

Wednesday –Technical Instruction
Mary Lou and Betty: typing skills
Tim and Charlene: serving procedures
Louis: writing up purchases

Thursday –Specific Instruction
Mary Lou:
will be starting to take dictation next week at work
Betty:
is having difficulty mastering the company's filing system
Tim:
wants to start an individual project
Charlene:
has trouble being courteous to customers who are rude to her
Louis:
has been consistently late to work

After you have identified your methods and materials, use the Techniques/Materials Checklist, p. 33, to evaluate your work.

TECHNIQUES/MATERIALS CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In selecting techniques, you:				
1. identified at least one technique for each topic	☐	☐	☐	
2. selected techniques that seem to be:				
a. appropriate to the topic	☐	☐	☐	
b. appropriate to the students' needs	☐	☐	☐	
c. realistic in terms of the allotted class time	☐	☐	☐	
d. potentially motivating	☐	☐	☐	
e. realistic in terms of how much supervision or direction you can be expected to provide	☐	☐	☐	
The techniques you selected:				
3. provided students with adequate direction	☐	☐	☐	
4. were primarily student-centered in nature (as opposed to requiring the teacher to dominate each activity)	☐	☐	☐	
5. provided for large-group, small-group, and individualized instruction	☐	☐	☐	
6. provided for students to have access to the materials they need to adequately cover the topic	☐	☐	☐	
The three materials you selected for general instruction:				
7. were selected after you checked a variety of sources	☐	☐	☐	
8. were appropriate to students who are gaining **entry-level** skills	☐	☐	☐	
9. included a variety of types (printed, audiovisual, etc.)	☐	☐	☐	
10. allowed for students to apply what they learned	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Preparing for Students' Related Instruction, pp. 7–12, study the Model Plan on the following page, revise your selections accordingly, or check with your resource person if necessary.

MODEL PLAN

Monday
On the first day for the topic, "Job Interview," it would be appropriate to have a large-group, teacher-centered presentation (or presentation made by a guest speaker) covering the basic information students need to know. This presentation could be scheduled for the full period and could be supported by illustrations, films, transparencies, or other illustrative devices. Or, the presentation could be brief, with the rest of the period devoted to having students read related materials or participate in small-group discussions structured by guideline questions you have prepared.

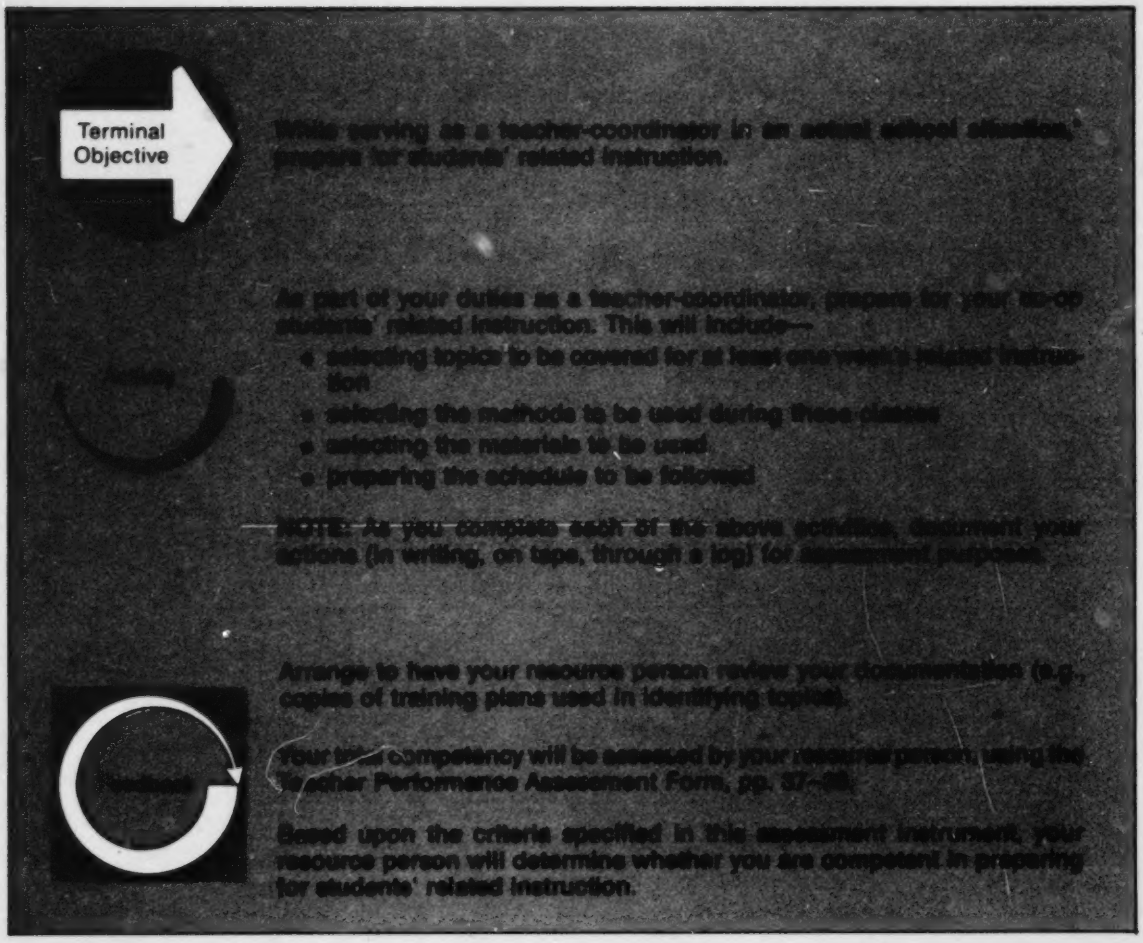
Tuesday
On the second day, students should have an opportunity to apply what they have learned about job interviews. This could be accomplished by involving students in role-play activities. You could prepare a script or a variety of scripts which include only half the dialogue: only what the interviewer says. Students could then pair off and take turns taking the roles of both interviewer and interviewee. Case studies could also be used to give students practice in responding to difficult interview situations.

Wednesday
You could set up three stations in advance: (1) typewriters and skill building books or rough drafts for Mary Lou and Betty, (2) a table, table service, and serving utensils for Tim and Charlene, with written instructions describing the tasks they are to complete, and (3) a simulated store counter with priced items similar to those Louis is used to selling and a pad of sales slips. Mary Lou, Betty, Tim, and Charlene would then require only minimal supervision which would allow you to take the role of the customer so Louis can practice writing up purchase orders.

Thursday
Assuming **Mary Lou** has minimal skill in taking shorthand already, what she needs now is practice. This could be handled by securing or preparing audiotapes from which she can take dictation. For **Betty**, you could obtain a written description of the filing system from her on-the-job instructor, and obtain or prepare samples of the types of materials she is expected to file. She could then read the description and mark on each sample where it should be filed. **Tim** would need either a verbal or written explanation of the guidelines and procedures he is expected to follow in planning and completing a project. He might also need assistance in selecting a project to complete. He could then spend the remainder of the period drafting preliminary plans. **Charlene** could be provided with audiotapes of rude customers with time allowed for her to respond, or with case studies involving rude customers to respond to. She could also be provided with filmed, taped, or written examples of persons handling rude customers effectively. **Louis**, who has been consistently late to work, needs to have a personal conference with you to identify the cause of the problem and discuss possible solutions.

Learning Experience III

FINAL EXPERIENCE


Terminal Objective
While serving as a teacher-coordinator in an actual school situation,* prepare for students' related instruction.
As part of your duties as a teacher-coordinator, prepare for your on-the-job students' related instruction. This will include—
• selecting topics to be covered for at least one week's related instruction
• selecting the methods to be used during these classes
• selecting the materials to be used
• preparing the schedule to be followed
NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.
Arrange to have your resource person review your documentation (e.g., copies of training plans used in identifying topics).
Your level of competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 37–38.
Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in preparing for students' related instruction.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Prepare for Students' Related Instruction (J–9)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In selecting topics to be covered in related instruction, the teacher:						
1. reviewed the training plans of all students	☐	☐	☐	☐		
2. sought the advice of his or her advisory committee	☐	☐	☐	☐		
3. referred to an approved curriculum (optional)	☐	☐	☐	☐		
4. referred to one or more occupational analyses (optional)	☐	☐	☐	☐		
5. used feedback gathered during coordination visits	☐	☐	☐	☐		
6. used feedback from employers or on-the-job instructors	☐	☐	☐	☐		
7. used feedback from students	☐	☐	☐	☐		
8. considered the activities of the student vocational organization (optional)	☐	☐	☐	☐		
In selecting materials to be used in related instruction classes, the teacher:						
9. checked a number of sources for material	☐	☐	☐	☐		
10. sought the advice of the advisory committee, the employer, the on-the-job instructor, or other educators in locating and evaluating materials	☐	☐	☐	☐		
11. considered a variety of types of materials such as:						
a. audiovisual materials	☐	☐	☐	☐		
b. reading materials	☐	☐	☐	☐		
c. competency-based materials	☐	☐	☐	☐		
d. other individualized materials	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
In selecting methods to be used in presenting the related instruction, the teacher:						
12. selected a variety of methods	☐	☐	☐	☐	☐	☐
13. provided for large-group, small-group, and individualized instruction	☐	☐	☐	☐	☐	☐
14. ensured that students would have direction and assistance	☐	☐	☐	☐	☐	☐
15. ensured that students would be involved in practice or application activities	☐	☐	☐	☐	☐	☐
In scheduling when each topic would be presented, the teacher:						
16. provided time for each of the three types of related instruction:						
a. general	☐	☐	☐	☐	☐	☐
b. technical	☐	☐	☐	☐	☐	☐
c. specific	☐	☐	☐	☐	☐	☐
17. used the training plans as a basis for planning	☐	☐	☐	☐	☐	☐
18. used feedback gathered during coordination visits	☐	☐	☐	☐	☐	☐
19. used feedback from employers or on-the-job instructors	☐	☐	☐	☐	☐	☐
20. used feedback from students	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—

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